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Abstract

When considering English as a Second or Foreign Language learning and teaching, several questions about what elements influence the process are present. One of those elements is what Seedhouse (2004) calls *Interactional Architecture,* a concept that refers to the way in which teachers and students interact within the classroom. This research study is concerned with the interaction patterns (IP) found in the project *Interaction Patterns in TEFL classes and their Influence in L2 Teaching and Learning* (*Semillero de Investigación),* which investigates the occurrence of the interaction patterns that instructors and pre-service teachers co-construct in teaching English as a foreign language (TEFL) undergraduate programs in *communicative* oriented and *content- based* classes. Closed attention was paid to the interaction patterns, repetitive and particular ones, which emerge during the classes to reveal how they influence the L2 teaching and learning process. This study follows the principles of the Ethnomethodological Conversation Analysis (Seedhouse, 2004) and Self-Teacher's Evaluation Talk (Walsh, 2011). Findings reveal that interaction patterns used in TEFL classrooms are repetitive sets of turn sequences which mainly focus on language treatment. Instructors' responsibility cannot be dismissed from these patterns, what the instructors say, and the way in which they say it, since the interaction patterns found may influence pre-service teachers' learning process and teaching practices.

Key Words: Classroom interaction, Interaction Patterns, L2 learning and L2 teaching.

Resumen

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Al considerar al aprendizaje y a la enseñanza del inglés como segunda lengua o lengua extranjera (EFL/ESL), surgen varias preguntas sobre qué elementos influyen durante el proceso. Uno de esos elementos, llamado *arquitectura interaccional* por Seedhouse (2004), es un concepto que se refiere a la manera en la que el profesor y estudiante interactúan dentro de la clase. Este estudio de investigación se centra, principalmente, en los patrones de interacción, que fueron encontrados en el proyecto de investigación: *Patrones de Interacción en clases de Enseñanza del Inglés como Lengua Extranjera y su influencia en el aprendizaje y enseñanza de una Segunda Lengua (Semillero de Investigación);* el cual investiga la aparición de los patrones de interacción que los instructores y profesores en formación co-construyen en la enseñanza del inglés como lengua extranjera (TEFL) en clases que usan enfoques comunicativos o basados en contenidos. Atención especial fue puesta en los patrones de interacción, a los repetitivos y a los particulares, que surgen durante las clases con el fin de revelar cómo influyen en la enseñanza de L2 y en el proceso de aprendizaje. Esta investigación se basa en los principios del Análisis de Conversación Etnometodológica (Seedhouse, 2004) y en Self-Teacher's Evaluation Talk (Walsh, 2011). Los resultados revelan que los patrones de interacción dados en las clases de EFL son un grupo repetitivo de secuencias enfocados principalmente en el manejo de la lengua. La responsabilidad de los instructores no puede descartarse debido a que lo que dicen y la forma en la que lo dicen va a influir en el aprendizaje de los profesores en formación y esto, finalmente, tendría un impacto en su práctica docente.

Palabras claves: interacción en el aula, patrones de interacción, Aprendizaje y ~~enseñanza de~~enseñanza de una segunda lengua.

Résumé

Lorsque on considère l'apprentissage et l'enseignement de l'anglais comme langue seconde ou étrangère (EFL / ESL), il apparaît plusieurs des questions sur quels éléments influencent le processus. L'un de ces éléments, appelés architecture interactionnelle par Seedhouse (2004), est un concept qui se réfère à la manière dont T-S (enseignant et l'élève) interagissent dans la salle de classe. Cette étude se concentre principalement sur les modèles d'interaction, qui ont été trouvés dans le projet de recherche: *Interaction Patterns in TEFL classes and their Influence in L2 Teaching and Learning* (*Semillero de Investigación);* qui étudie l'émergence de modèles d'interaction que les instructeurs et les enseignants en formation co-construisent dans l'enseignement de l'anglais comme langue étrangère (FLE) en classes qui utilisent des approches de communication ou des approches de contenu. Une attention particulière a été placé sur les modèles d'interaction, des répétitives et des particuliers, qui se posent pendant les cours afin de révéler comment ceux processus influencent sur l'enseignement et l'apprentissage du L2. Cette recherche est basée sur les principes de l'analyse du Conversation ethnométhodologie (Seedhouse, 2004) et d'auto-évaluation Discuter de l'enseignant (Walsh, 2011). Les résultats montrent que les modèles d'interaction donnés dans les classes EFL sont un groupe de séquences répétitives porté principalement sur la gestion de la langue. La responsabilité des instructeurs ne peut pas être exclu parce que ce qu'ils disent et comment ils disent qu'il va influencer l'apprentissage des enseignants en formation, ce qui, finalement, ont un impact sur leur pratique de l'enseignement.

Mot clés: des interactions en classes, modèles d'interaction, apprentissage et enseignement d'une langue estrangère

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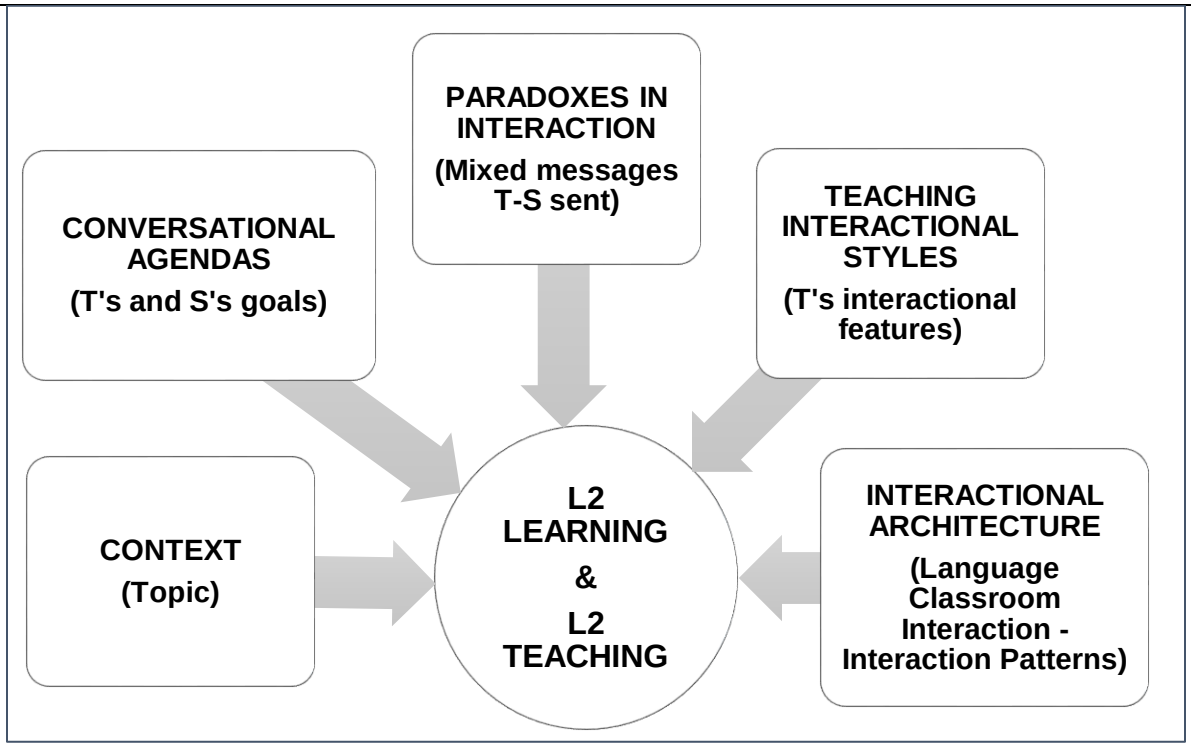
> *...the interaction reveals 'what is really happening' in a classroom and enables us to make assumptions about teaching and learning.*
>
> (Walsh, 2011, p. 25)

Introduction

When considering learning English as a Second or Foreign Language (ESL/EFL), several questions about what elements influence the process are present. Those elements are the *context*, which are the topics of the conversation during a lesson; the *conversational agendas* that are connected to the goals that teachers and students have in mind when interacting in the classroom; *paradoxes in interaction,* whose purpose is to scan mixed messages that teachers send to students; and *teaching interactional styles* that state differential features among language teachers. One additional element is the one that Seedhouse (2004) calls *Interactional Architecture,* a concept that refers to the structure of the interaction that teachers and students co-construct within the classroom.

What this research study is mainly concerned with is one of the dimensions of the interactional architecture: the interaction patterns (IP), which were found in the research project of *Semillero de Investigación* called *Interaction Patterns in TEFL classes and their Influence in L2 Teaching and Learning*. Walsh's (2011) words, "an accessible but complex way for teachers to improve their professional practice is through meticulous analysis of the Language Classroom Interaction" encourage this research project to examine the influence of the interaction patterns in the TEFL classroom. It is to say that when an analysis of the interactions between teacher (T)

and students (S[s]) or among students (S-S)" is done, then, instructors[2] and pre-service teachers [3]can improve their teaching skills. In order to analyze the interactional architecture of TEFL classes, it is essential to explore its dimensions, especially the interaction patterns, repetitive and particular, which emerge during classes so that how they influence L2 teaching and learning can be revealed. The following graphic in Figure 1 summarizes the elements that influence L2 learning and L2 teaching.



L2: Second language/ T: Teacher/ S: Student(s)

Figure 1. Elements influencing L2 learning and L2 teaching.

[2] An Instructor is a teacher that holds a minimum of a Master's degree and works for the BA undergraduate program teaching a subject of the program curriculum.

[3] A pre-service teacher is a student teacher before having undertaken any teaching degree.

Dimensions of the Interactional Architecture

Four main dimensions underpin the interactional architecture: classroom, classroom interaction, utterances and interaction patterns. Given that the dimensions are intrinsically joined, a separate definition of each may not be enough to explain how each may act in assemblage. Thus, let us imagine the following scene and have a look at the dimensions. At school, an English teacher arrives to the *classroom,* seeing as the "place where interactions of various kinds take place affording learners opportunities to acquire the L2" (Ellis, 1994). The students are already there. As soon as the teacher arrives, they say 'hello' very excitedly. This is the moment when classroom interaction begins. Without being noticed, the principal of the school stands outside the class, looking through the glass. And it seems that she wants to know how the *classroom interaction* (Teacher-Student) flows with this particular group of students. By listening to what the students and teacher are saying, the principal discovers that the *interaction* starts revealing 'what is really happening in terms of teaching', enabling her to make assumptions about the manner in which learning is taking place through talk in interaction (Walsh, 2011). To go one step further, the principal decides to take notes of repetitive series of *utterances* -"natural units of speech bounded by breaths or pauses" (Rex & Schiller, 2009, p. 24)- to be later analyzed in small pieces called *Interaction Patterns*.

An interaction pattern is a regular action that a teacher or student performs when interacting with the other. In other words, they are repetitive series of turns in the communication between at least two participants (Sinclair & Coulthard, 1975; Cazden, 1986; 1988). That configuration of repeated "movements", in speech, is being performed throughout the class. Therefore, a pattern of actions and turns is built and discovered by looking over the class transcript. In Graphic 2, the four dimensions of the interactional architecture are drawn.

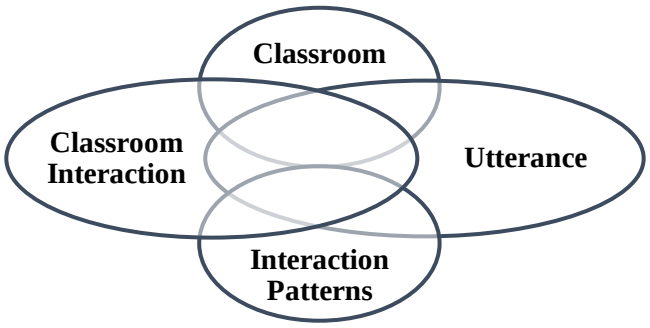


Figure 1~~2~~. Dimensions of the Interactional Architecture.

Returning to the school principal's example, in spite of not being an academic researcher, by having experience as a teacher, she can know that what happens in the classroom provides opportunities for learning, hence the importance of carefully analyzing what teachers and students say, and how, in the classroom, by taking into account the context and the already established goals for the class.

Research Objectives

Three objectives lead this study: first, to identify the interaction patterns that emerge in conversations between instructors and pre-service teachers in TEFL classes; second, to explain the prominent characteristics of the emergence of those interaction patterns; and third, to determine their pedagogical implications for TEFL undergraduate programs.

Theoretical Justification[4]

To start with theory, interaction patterns between teacher and students in English as a second language (ESL) classroom have been considerably studied. The results display a variety of interaction patterns that reveal the way in which teachers and students construct conversations for English learning. Those conversations are commonly initiated by teachers. For example, Long and Sato (1983) and Markee (1995) studied the interaction patterns that teacher's questions create. Cameron (2001) and Hutch (2006) found that classroom interaction is composed of *minimal pairs* in which conversations are not only initiated with a teacher question but also with a teacher comment, idea or explanation and the respective student response. The *initiation-response-evaluation/feedback* (IRF/E) pattern (Sinclair & Coulthard, 1975; Cazden, 1988; Ellis, 1994) has also been studied. In studies of ESL interaction patterns, students can also initiate the construction of conversations for English learning. Those patterns seek information about teacher questions, explanations, and ideas (Garton, 2002); or for accuracy in language use, as *recast* (Lyster, 1998; Ellis & Sheen, 2006), *repair* (Schegloff, 1997; 2000), and code-switching (Ûstûnel & Seedhouse, 2005).

Studies on interactions patterns in English as a foreign language (EFL) classroom have also taken place. Those studies have analyzed how native and non-native teachers interact with students, usually in the Asian (see for example Mori, 2000; Zhang-Waring, 2016), European (Anderson, Oro-Cabanas & Varela-Zapata, 2004; Inan, 2012) and Arabian (Rashidi & Rafieerad,

[4] The majority of content of this *Theoretical Justification* is part of the research article that the leaders of the hotbed of research will publish in the Colombian Applied Linguistics Journal (CALJ): Lucero, E., & Rouse, M. E. (forthcoming). Interaction patterns in TEFL classes: Characteristics and pedagogical implications. *Colombian Applied Linguistics Journal (CALJ).*

2010; Kharaghani, 2013) contexts. The interaction patterns found reveal close similarities with ESL classroom interaction, IRF/E and *repair* being the most common within teacher-student conversations in EFL classes.

All the above-mentioned authors coincide in explaining that patterns can vary in relation to the context of the interaction, teacher and student conversational agendas, and teaching and learning strategies. By following this premise and by understanding that classroom interaction is one of the means by which language teaching and learning are revealed (Seedhouse, 2004; Walsh, 2011; Lucero, 2015), the research study that is presented in this article investigates the occurrence of the interaction patterns that instructors and pre-service teachers co-construct in teaching English as a foreign language (TEFL) undergraduate programs. Due to the educational orientation of these programs, this research project explores if the conversational structure of this classroom type maintains specific interactional characteristics that may differ from the ESL or EFL classrooms. Generally, research studies on classroom interaction have taken place in ESL or EFL contexts where only English is taught and studied for general uses. The present research study unveils the interaction patterns that instructors and pre-service teachers create in classrooms where English is not only the target language but also the language by which language teaching content is instructed and practiced.

Research on interaction patterns that instructors and pre-service teachers co-construct during class activities in TEFL undergraduate programs can reveal the interactional practices and particular understandings about how English classroom interaction happens in this context. As classroom interaction patterns are the evidences and realizations of teaching strategies for language learning, a study on this issue can inform instructors about how teaching methodologies and practices configure pre-service teachers' own practices to mediate and assist English

learning. Despite this fact, this research study does not seek to provide formulas of how to interact in TEFL undergraduate programs, since doing so would be an attempt to script classroom interaction, which goes against the premise of seeing the language classroom as a social institution (Ellis, 1994; Markee, 1995; Cazden, 1988; Seedhouse, 2004; Rymes, 2009) with an ever-evolving, new-occurring communication system.

State of the Art[5]

The theoretical justification confirms that interaction patterns have been deeply studied in both ESL and EFL classrooms where English is taught for general uses. In this state of the art, we review studies focused on teacher-student interaction in EFL classroom and in TEFL undergraduate programs in Colombia. The emphasis is on interaction patterns, which are repetitive sequences of turns in the interaction between two speakers in a context (Sinclair & Coulthard, 1975; Cazden, 1986; 1988), say, teacher and students in the language classroom. In the ESL and EFL classrooms, both teacher and students interact with each other to provide content, learn and use the language, and manage the conversation in the classroom (Johnson, 1995; Van Lier, 1998; Kasper, 2009; Lucero, 2015).

In Colombia, classroom interaction has been the focus of increasing interest. Studies on bilingualism and prestige (De Mejía, 2002), enhancement of multicultural spaces (Hélot & De Mejía, 2008), and interaction in diverse classroom contexts (McDonough & Mackey, 2013) are prominent in both school and university contexts. These studies have found that classroom

[5] The majority of content of this *State of the Art* is part of the research article that the leaders of the hotbed of research will publish in the Colombian Applied Linguistics Journal (CALJ): Lucero, E., & Rouse, M. E. (forthcoming). Interaction patterns in TEFL classes: Characteristics and pedagogical implications. *Colombian Applied Linguistics Journal (CALJ).*

interaction brings resources to position teachers and students in conversation according to classroom activities and contexts. They also reveal the diversity of teaching methodologies in English learning.

Mostly in school contexts, research studies talk about pedagogical and interactional factors in the English classroom with the aim of exploring the development of language skills (Castañeda-Peña, 2012). For example, Herazo-Rivera and Sagre-Barboza (2015) studied an elementary English classroom and found that teacher-student interaction mediates for both teaching and learning English. The teacher's role as a mediator helps students put into practice discursive tools and patterned combinations (mostly IRF sequence) for the construction of meaning. Students are valid participants who provide relevant content to the interaction. In the same line, Herazo-Rivera (2010) affirms that teacher-student interaction promotes meaningful EFL learning through a dialogue-based approach, which in turn contributes to the development of oral communication. He studied a group of secondary students whose communicative events seemed to be inauthentic since their interactions with the teacher might sound scripted (basically following the IRE sequence). In spite of this fact, these events help students know when to talk and what to say. Rosado-Mendinueta (2012), in a study with secondary students, affirms that teacher-student interaction incorporates learning-generating opportunities in traditional exchange patterns (mostly IRF sequences, greetings, check-out and reading-aloud activities, and class closings). Most of this teacher-student interaction is non-contingent (dependent on teacher-initiation turns) but grammatically correct. Finally, Gonzalez-Humanez and Arias (2009), in an analysis of secondary communicative oriented classes at a school, state that teacher-student interaction is also teacher-initiated, centers the attention on providing explanations, and requests for student information exchange.

In the university context, Lucero (2011; 2012; 2015) has found that, apart from the aforementioned interaction patterns, teachers and students co-construct and maintain three other patterns: *asking about content*, *adding content*, and the *request-provision-acknowledgement* (RPA) sequence. The first two patterns unveil the manner in which teachers and students manage content in interaction, and the latter makes evident the sequence of turns when students ask teachers for the L2 equivalent of an L1 word.

Research studies on classroom interaction in TEFL undergraduate programs in Colombia are scarce. The few encountered reveal varied functions of the interaction between instructors and pre-service teachers, but they do not specifically indicate what interaction patterns emerge or what implications they have for English teaching and learning. For instance, in a study with fourth-semester pre-service teachers, who were observed during communication-based classes, Castrillón-Ramírez (2010) it was found that classroom interaction helps them improve their ability to express and understand their ideas by developing more fluency, vocabulary, pronunciation and intonation. However, the findings do not specify the way in which such improvement can be seen through interactional events. In another study, Álvarez (2008) found that six instructors generated what the author calls "pedagogical interactions" in the five-identified stages of their classes: presentation, practice, production, homework check, and evaluation. Although the study demonstrates that those interactions serve as attempts for the pre-service teachers to practice English, mostly in the practice and production stages, it does not specify how they emerge or are sequenced. Castro-Garcés and López Olivera (2013) did a similar study but observing four pre-service teachers who were in their eighth semester. They found that the participants used a variety of communication strategies (e.g. message

abandonment, topic avoidance, and code-switching, among others) in their interactions in a conversation course. The way in which the strategies occur in-interaction is not detailed.

All in all, interaction patterns have been studied in both ESL and EFL classrooms in school and university contexts where English is taught for general uses. Those studies have found similar interaction patterns that unveil a variety of teaching methodologies and learning strategies. Research studies on classroom interaction in Colombian TEFL undergraduate programs are rare. Although they talk about the benefits of interaction patterns for English learning, they do not explicitly reveal the interactional sequences with which language learning and use happen in the classroom. This research study aims to enrich the literature about interaction patterns in TEFL undergraduate programs. Because of their educational orientation, knowing about the way and reasons in which they happen can enlighten the teaching methodologies and practices used to instruct pre-service English teachers in addition to English language learners.

Research Methodology[6]

Two research approaches were implemented to identify the interaction patterns (IPs), their characteristics, and pedagogical implications of our study: The Ethnomethodological Conversation Analysis (ECA) and the Self-Evaluation of Teacher Talk (SETT).

[6] The majority of content of *this research methodology* section is part of the research article that the leaders of the hotbed of research will publish in the Colombian Applied Linguistics Journal (CALJ): Lucero, E., & Rouse, M. E. (forthcoming). Interaction patterns in TEFL classes: Characteristics and pedagogical implications. *Colombian Applied Linguistics Journal (CALJ).*

Ethnomethodological Conversation Analysis (ECA)

This research study is based on the principles of the Ethnomethodological Conversation Analysis (Heritage, 1997 and Seedhouse, 2004) in which interaction is studied in the social context where it takes place in order to find the social acts (to which IPs belong to) that emerge between the participants and the manner in which those acts build a prominent interactive structure in the context. Within this research approach, interaction is always formed and renewed by the context, as well as created and co-constructed by the participants who interact in the studied context. Given that the interaction patterns keep particular features according to the institution where they occur (Heritage and Greatbatch, 1991), data analysis under this approach should not begin from the predetermined categories (*already-identified IPs*). This research study applied the research stages proposed by Seedhouse (2004) (see Table 1).

Table 1

Research Stages of ECA

Month	Stage
1-3 (2015-1) 7-8 (2015-2)	1. Unmotivated Looking: Class observations and transcripts to identify interaction patterns
1-4 (2015-1) 7-9 (2015-2)	2. Inductive Search: Establishment of instances when the interaction patterns emerge
5-6 (2015-1) 10-11 (2015-2)	3. Establishing Regularities and Patterns: Description of interaction patterns
1-4 (2015-2) 7-9 (2016-2)	4. Detailed Analysis of the Phenomenon: Explanation of the emergence of interaction patterns and their characteristics (when and why)
12-18 (2016-1)	5. Generalized Account of the Phenomenon: Determining the incidence of the interaction patterns in language teaching & learning

Self-Evaluation of Teacher Talk (SETT)

This approach (Walsh, 2011) (see Table 2) was applied to determine the pedagogical implications of the patterns. SETT establishes that the interaction constantly varies in relation to

the context, the interactional objectives of the participants, and the manner in which these aspects merge for the construction of the interaction. This approach embraces thoughtful dialogue with the participant teachers (instructors) about the way in which they create interaction for English teaching and learning. To get a better understanding of the manner in which the interaction patterns emerge and occur in the interactional context of this study, under the watchful eye of the researcher and the participants, SETT establishes four modes of analysis and data collection (see Table 2) which complements stages 4 and 5 of the ECA.

Table 2

SETT Modes

a. Managerial Mode: the way in which the teacher organizes and presents learning b. Materials Mode: the interaction created from the use of material designed for the class c. Skills and Systems Mode: the interaction created in the language practice activities d. Classroom Context Mode: the genuine communication between teacher and students in class

Instruments

- ***Video-recordings*.** Ten (10) sessions of five instructors were video-recorded.
- ***Non-participant observation***. According to Pick de Weiss and López (1994), in this observation the researcher does not participate in an active way within the group that is being observed, it is to say, they confine themselves to look and take note without interacting with the participants. To register the data collected with this instrument an observation format illustrated in Table 3 was filled.

Table 3

Observation Format Applied

Teacher Managing Interaction	Material	Students Managing Interaction
(What teacher does, asks, says)	(What manages interaction)	(What students do, ask, say)

SOCIOGRAM	Interaction Patterns Identified
(Classroom map)	(Interaction pattern, time of recording)

- ***Transcriptions.*** Following the procedures of transcription of interaction in the classroom depicted by Rymes (2009), the video-recorded classes were totally transcribed.
- ***Documents.*** Lesson plans and class materials for each of the video-recorded classes were collected in order to find the incidence of the planning into classroom interaction.
- ***Semi-structured interviews*.** Miles and Gilbert (2005) define it as conversations in which the researcher has a set of questions to ask and a good idea of topics will be covered, but the conversation is free to vary. Said interviews were applied to the five instructors whose classes were observed. The data collected was used to complete the SETT modes showed previously in Table 2.

Population

In total, five instructors of the BA program in Spanish, English, and French, Education Sciences Faculty, Universidad de La Salle, were part of the research. Their classes were video-recorded and transcribed. The sessions were both content-based and communicative oriented classes at different proficiency English levels of the TEFL undergraduate program.

Data Collection Procedures

A matrix of analysis with the instances in which the interaction patterns occurred was created to explain the prominent characteristics and moments of emergence of the identified interaction patterns. To do so, the five observed instructors were interviewed about the way in which they organize learning, work with the materials, and create interaction with the pre-service teachers. After video-recording each session, all interactions between the instructor and the pre-

service teachers were transcribed. The transcriptions were read line by line to identify the interaction patterns and the instances when they emerge. A second matrix of analysis was designed containing the identified interaction patterns with their respective description. To explain the moment and reasons of the emergence of the interaction patterns, the exchanges before and after each identified pattern were studied. These explanations were included in the last matrix designed (see annexes).

Findings

Having designed and filled the two previously mentioned matrices to get a wider view of the phenomenon, the establishment of what interaction patterns emerge and when continues. Therefore, a complete definition of the patterns found during data analysis is necessary to finally determine their incidence in language teaching and learning in the TEFL undergraduate program of La Salle University.

Interaction Patterns in TEFL Classes

Here, the interactional architecture of TEFL with *communicative* oriented and *content-based* classes will be explored. On one hand, a content-based oriented class defined by Lyster (2011) is where a subject matter is taught to students through the medium of a language that is not their first, so that while they are learning curricular content they are also learning an additional language (p. 611), meaning, classes which focus is on the integration of language learning with content learning. On the other hand, a communicative oriented class is defined by Harmer (2007) a place where "learning is likely to happen when classroom practices are made real and meaningful to learners" and that the goal is to teach learners "to be able to use the language effectively for their communicative needs" (p. 196).

This research study is focused on what is being said during the I-PsT interactions because this focus allows determining the purpose of the language used by both interactants while teaching and learning. Bearing this in mind, in the next sections, detailed explanations of the interaction patterns (IP) found, with examples, are provided. Those interaction patterns were classified into two main categories: repetitive and particular (Lucero, 2015).

Repetitive interaction patterns in TEFL classes. To introduce this first group of IPs, the term *repetitive* does not mean, in any case, that they are simply repetition of actions. In agreement with Lucero (2015), said term is rather a way of naming interaction patterns which have been already identified and characterized by conversation analysts in other language classrooms and contexts before this research. A second reason why this group is called *repetitive IPs* is because, from the very beginning of the current study, the majority of these interaction patterns emerged in the observed classes. In addition, for each IP, a table showing a sample excerpt helps to describe the structure of the respective interactional pattern. For the purpose of readability, in these tables the term *instructor* is replaced with *teacher* and the term *pre-service teacher* with *student*. All the examples were taken from the video-recorded classes that were transcribed for this research project (see annexes).

Adjacency pair. This is a basic interaction pattern. It is primal, because, essentially, this interaction pattern can be observed within other IPs. Subsequently, it seems that the adjacency pair is usually a bridge within conversations which means a constant contiguousness in classroom communication. It can be initiated either by the teacher or a student. Basically, most of the question-response pairs could fit in this IP structure as long as it is not preceded by an evaluation or feedback. In Table 4, a sample excerpt of this pattern is described (Long and Sato [1983] and Markee [1995] say that this IP is usually composed of rhetorical or thought-provoking questions and student responses).

Table 4

Adjacency Pair- Sample and Structure

Sample excerpt 1	**Structure**

Situation: The teacher sees one of his/her students using a mobile phone during an activity. So, the T starts a conversation with the S to stop his/her from doing that.	
T: Can I help you with a world, darling? Any word that you need.	T: asks a question
S: No, teacher.	S: responds
T: Are you checking your e-mail?	T: asks a question
S: No, teacher.	S: responds
T: Nooo, no, no. Never?	T: asks a question
S: No, teacher.(S shakes his/her head)	S: responds
T: You don't need your phone here.	T: closes the dialogue

Note. Sample taken from a content-based class called Didactics in 2014.

In the excerpt above, a chain of pair utterances is seen, meaning that utterances are usually question- answer sequences (as the example shows). Firstly, it is apparently a spontaneous conversation emergent from a real situation. Secondly, even though little is said by the student, a teaching-learning process is going on since the student is able to understand and reply to what is been said. Taking into account the structure and content of the example, the interaction pattern has incidence in English learning (EL) since it is promoting the use of the language, although it is in short chucks. On the other hand, that IP illustrates that the relationship between the instructor and the pre-service teacher is not only related to the content of the class but also to the situation that can actually happen within the classroom.

***IRE*.** This interaction pattern has three main utterances. First, teacher's initiation; then student's response and finally teacher's evaluation. According to Rymes (2009), IRE sequences can be divided into two kinds of questions: Known-answer questions and open-ended questions. Known-answer questions are also known as test, display or convergent questions. They have a primary function, which is to prompt students to display information already known to the asker.

By contrast, open-ended questions do not seek one right answer, and the asker may not have any predetermined answers in mind.

Table 5

IRE- Sample and structure

Sample excerpt 2[a]	**Structure**	**Sample excerpt 3[b]**	**Structure**
Situation: The teacher asks a question about content to one specific student, who sadly does not know the answers. Immediately, another student replies. Finally, as the answer is accurate, the teacher verbally evaluates the student who responded.		Situation: the T asks for an advice in order to practice imperatives and modal verbs; one S replies her request. Finally, the T evaluates the S's answer and continues with the instructions of a second exercise.	
T: As this is part of inflection, who remembers the name of this symbol? You, Mr. Brown.	T: asks a question – nominate one student (known-answer/ question about content)	T: Give an advice, ask a question or solution. So, what advice could you give me for: "*I am hungry"*	T: ask a question – does not nominate anyone specifically (open- ended)
S1: Hum...	S: does not reply (expresses hesitation)	S: Eat something.	S: answers (voluntarily)
S2: Schwa, *la que es así*((tr: the one that is this way)) (draws an *e* inverted with his/her hand in the air)	S: answers	_____	_____
T: Hum, very good ~~Miss~~ Angelica.	T: evaluates	T: That's right. Please write down five tips about being a good teacher. (T looks at her wristwatch)	T: evaluates

Note. a. Sample 2 taken from a content-based class called Phonetics and Phonology, observed in October 19th, 2015 b. Sample 3 taken from a communicative oriented class called Language and English Communication, observed in October 27th, 2015

This sample excerpt can be considered into McTear's theory (1975) as mechanical because, apart from being a known-answer initiated by the teacher, it requires nothing but memory on the student's side. This brings us to the question of whether Musumeci's (1996) words are still truth after twenty years: "Teachers […] speak more, more often, control the topic

of the conversation, rarely ask questions for which they do not have answers, and appear to understand absolutely everything the students say, sometimes before they even say it!"(p. 314). The sample excerpt in Table 5 is an illustration of a pseudo-communicative use of the language, considering McTear (1975), since "new information is conveyed but in a manner that is unlikely in naturalistic discourse" (p.577). Albeit that usage contributes to the development of the class activity, it is not being totally meaningful for neither the teacher nor the student because what is been said does not enrich the student's learning and the teacher could have simply given the instruction.

***IRF*.** This interaction pattern is constituted by a three-sequence utterance. First, teacher's initiation; then, student's response, and finally teacher's feedback. The *initiation* is usually a question or an affirmative sentence whose content, structure or aim can be discussed. The *response* is normally any reply that a listener (teacher or student) gives to the speaker. The *feedback* is typically provided by the teacher. That part of the sequence is not only the assessment of the response, but also, the *comment* that aims to help students to discover what their skills and mistakes may be. Analyst Walsh (2011) named the *comment* as *Content Feedback* where the message is valued rather than its form; similarly, McTear (1975) would describe it as being more genuine for communication.

Table 6

IRF- Sample and Structure

Sample excerpt 4	**Structure**
Situation: The teacher asks a question in the classroom; voluntarily, one student replies. The student makes a mistake which is instantly noticed and corrected by the teacher. However, the student continues his/her reply. Afterwards, the teacher positively evaluates the S's answer, and also, provides feedback.	
T: Do you understand the definition of intonation?	T: asks a question (question about content)

S: Eh, for example when you have to do a question or something like that.	S: replies
T: make a question	T: corrects a mistake
S: Yeah. You have to raise your voice.	S: continues his/her reply
T: That's right! Sometimes it rises and sometimes it falls.	T: Provides feedback. (complements the student's answer)

Note: Sample taken from a content-based class called Phonetics and phonology, observed in October 21st, 2015.

As the sample excerpt in Table 6 shows, *feedback* can likewise be a complement for the student's answer, which becomes useful in terms of the learning process of the class as a whole. Besides Walsh's (2009) contribution, Panova and Lyster (2002), based on an observational study that looks for common patterns of error treatment in ESL classes, revealed a clear preference for inexplicit types of *corrective feedback*. Given that some of those types constantly took place in the observed classes for this research study, below there is a brief list of the most common ones.

- *Corrective feedback.* It refers to "any action of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance" (Chaudron, 1977. p. 31). Within this group, Panova et al. (2002) typified some sub-interaction patterns:
  - *Recast***:** it is an implicit corrective feedback IP that reformulates or expands an ill-formed or incomplete utterance in an obtrusive way (see an example in Table 7 below).
  - *Repetition:* the teacher repeats the ill-formed part of the student's utterance, usually with a change in intonation. It can also be a request for repetition (see a sample in Table 7 below).
  - *Metalinguistic feedback:* it refers to "comments, information or questions related to the well-formedness of the students utterance, without explicitly providing the correct answers". (See an example in Table 7 below).

- *Elicitation:* it prompts the learner to self-correct. Lyster and Ranta (1997) identified three ways of doing so: a) when the teacher pauses and lets the students complete the utterance; b) when the teacher asks an open question and c) when the teacher requests a reformulation of the ill-formed utterance. (See examples in tables 7 and 8).

Table 7

Corrective Feedback: Recasts, Repetition, and Metalinguistic Feedback and Elicitation-Sample and Structure

Sample excerpt 5	**Structure**
Situation: A student is talking about a personal experience related to the topic of *gifts.* the S does not know one word to complete his/her idea, so, the T provides the word and elicits a part of the correct sentence that should follow the conversation. The S incorporates T's contribution. Then, the T elicits another sentences to be completed, the S does it. Finally, the T asks for the repetition of the full sentence for it to sound naturally.	
S: (hand gesture of a bunch) flowers!	S: volunteered initiation
T: a bunch of flowers. Ok. Good. I was given…	T: Elicitation
S: I was given a bunch of flowers	S: Incorporation
T: bunch of flowers for my birthday, come again	T: RECAST, repetition request
S: I was given a bunch of flowers for my birthday.	S: incorporation
T: Now, in a natural way.	T: Elicitation, repetition request
S: I was given a bunch of flowers for my birthday. (more fluently)	S: Self-correction

Note: Sample taken from a communicative oriented class called Interaction and Anglophone Society, observed in 2015.

- *Explicit correction:* explicit signals are sent to the students which indicates there is an error in the previous utterance (See Table 8 below).
- *Clarification request:* elicit reformulation or repetition from the students with respect to the form of the student's ill-formed utterance (See Table 8 below).

Table 8

Corrective Feedback: Elicitation, Explicit Correction and Clarification Request – Sample and Structure	
Sample excerpt 6	**Structure**
Situation: T-SS spontaneous interaction when SS are doing and exercise. The S asks for approval, the T suggest that something is wrong. The S has not realized of the mistake, so, the T makes multiple efforts in order to make the S's recognize what the mistake is, who finally acknowledges getting an evaluation.	
S: Teacher, is this correct?	S: approval request
T: let me see, hmm (reading S's written sentence) is it what you want to suggest? When you offer food, is it the correct way to offer it?	T: Metalinguistic Feedback
S: (nodding) I say "*offer food*"	S: unawareness of the mistake
T: When you suggest eating some food, do you suggest "*offer you food*"?	T: Clarification Request
S: I don't know, teacher. I think is correct.	S: unawareness of the mistake
T: So, you are with a friend in the street, do you say "*offer you food?*" (acting as if giving food to the S)	T: Elicitation
S: No?	S: needs- repair
T: You suggest, but not using the verb *suggest*, you say "*would you like something to eat?"* not as *offering, giving the food,* but suggesting, inviting to consider something to eat.	T: Explicit Correction
S: Ah, so. I question "*would you like something to eat?"*	S: Acknowledges
T: Exactly!	T: evaluates
Note: Sample taken from a communicative oriented class called Language and English Communication, observed in October 29th, 2015.	

From the previous examples, it is possible to agree with Nystrand (1997) who claims that, "how students think and what they can learn depend a lot on how their teachers respond to their students' responses" (p.29). Hence, the relevance of paying attention to the manner in which teachers evaluate and provide feedback (considering the impact it can have on the students' L2 learning) will be reproduced by the pre-service teachers in the future.

Regulatory turn. This interaction pattern is commonly used to encourage code switching from L1 to L2. Therefore, when a student is speaking in the first language, the teacher tries to

persuade the student to use the target language. It is to say that the teacher regulates the use of English during the class.

Table 9

Regulatory Turn - Sample and Structure

Sample excerpt 7	**Structure**
Situation: During an activity in the language lab, a student asks a question about instructions on a web page -which is part of the activity- in her L1 (Spanish). Although, the teacher is able to understand what the student is saying, the T tries to make the S to think, s/he does not understand it. Since, the student realizes that the teacher would not answer to his/her questions until s/he speaks in the L2; the S reformulates his/her question in English and finally gets a reply.	
S: Teacher. Aquí el espacio…¿Qué se pone ahí? (points to the screen)	S: Speaks in his/her L1
T: Sorry?	T: Speaks in the L2- Regulatory turn.
S: Aquí el espacio…	S: Speaks in his/her L1
T: What do you mean?	T: Speaks in the L2- Regulatory turn.
S: (exhales) what we put here?	S: Speaks in L2
T: You should write stressed word.	T: Fulfills the student's request.

Note. Sample taken from a content-based class called Phonetics and Phonology, observed in October 19th, 2015.

Analyzing this example in Table 9, it is noticeable that the teacher's interest is in student's use of the L2. By "forcing" the student to speak in the L2, the teacher also attempts to increase the student's confidence on the target language proficiency.

Overlapping. The meaning of the term *overlap* in interaction analysis refers to a coincidence of two or more people's turn taking. The main characteristic of this interaction pattern is that the second speaker's intervention, which apparently interrupts the first speaker's idea, does not change what is being said.

Table 10

Overlapping - Sample and Structure

Sample excerpt 8	**Structure**
Situation: The teacher asks a question about the definition of a word. One student willingly answers; before the S finishes his/her utterance, the teacher overlaps with an utterance that	

does not modify the student's answer, and make another question. The student overlaps the T's question which again does not affect the T's question. Then, the teacher concludes the topic imitating the S's hand gestures.	
T: You don't know what a prefix is? What is a prefix?	T: asks a question (question about definition)
S: A prefix is a particle that modifies the word. (Hand gestures to complement her answer)	S: replies
T: is a particle. Modifies the word and goes at the end or at the beginning?	T: overlaps – asks a question
S: No. At the beginning.	S: answers overlapping
T: At the beginning. That's a prefix. (Imitates Student's hand gestures)	T: closes the topic

Note. Sample taken from a content-based class called Phonetics and Phonology, observed in October 21st, 2015.

Example in Table 10 represents a meaningful use of language. However, there is another interesting feature of the example; the teacher apparently uses this IP in order to check students' knowledge about the topic. In addition, the teacher repeats specific parts of the student's answer whose content helps the class to remember and summarizes the definition.

RPA. It stands for request-provision-acknowledgment (Lucero, 2011). This IP emerges when students ask for the L2 equivalent of an L1 lexical item, the teacher provides the information, and finally, the student acknowledges the provided word using it in a sentence.

In the data collected for this study, the interactional pattern that emerges in class for this request is composed of five parts (Lucero, 2011, p. 60), which were also evidenced in the sample excerpts in Table 11:

First, the learner expresses his/her idea about a topic but in the TL. Second, while constructing his/her speaking, the learner encounters that s/he does not know how to say a word in the TL. This situation makes him/her refrain from talking -this situation is similar to a breakdown in the conversation (Schegloff, 2000). In the third part, the learner opts to ask the

teacher for the TL equivalent of the unknown word. Here, the learner generally uses code-switching: they put the word into their L1 and requests the TL equivalent of that L1 word. Fourth, the teacher provides the TL equivalent of the L1 word; and fifth, the learner acknowledges it by incorporating or not that TL word as they continue constructing their speech in the TL.

Table 11

RPA- Sample and Structure

Sample excerpt 9[a]	**Structure**
Situation: a student wants to know the equivalent of an L1 word in the L2, even though, the S asks in Spanish, the teacher replies the S's request. Then, the student acknowledges the word.	
S: ¿Teacher, cómo se dice patio?	S: Requests for an equivalent of a Word in the L2
T: Yard.	T: Provides the L2 word.
S: Ah, yeah. The Yard.	S: Acknowledges the word and use it in his/ her utterance.
Sample excerpt 10[b]	**Structure**
Situation: a student is speaking naturally until s/he encounters that s/he does not know how to say a word in the L2, one her/his classmates provides the needed word, then, the S can continue her speech without interaction back to her/his.	
S1: And it's not like that because for example in the USA ¡Aj! (¿Cómo se dice apostar')	S: oral production in the L2 – (Breakdown) – *CODE SWITCHING*- REQUEST
S2: bet	S/T: provides the L2 word
S1: I bet for Hillary Clinton for win the president elections.	S: Acknowledges the word and use it in his/ her utterance.

Note. a. Sample 9 taken from a communicative oriented class called Language and English Communication II, observed in October 27th, 2015 b. Sample 10 taken from a content -based class called Intercultural Communication I, observed in September 16th, 2015.

Within the RPA sequence, a c*ode-switching* interaction pattern is presented (see sample in Table 11)**.** In agreement with Fernández and Palacios (2007), code-switching appears in the students' attempt to communicate in the TL with a reduced range of vocabulary, cannot find the desired words to express their messages, and consequently, *switching the code* becomes the 'easiest' resource to convey meaning.

Code-mixing. Muysken (2000) uses this term to refer to, "all cases where lexical items and grammatical features from two languages appear in one sentence" (p. 1). Although, code-switching and code-mixing apparently look the same, they are different. According to Muysken, (2000) there are three distinct processes within code-mixing: *Insertion* of material (lexical items or entire constituents) from one language into a structure from the other language; *Alternation* between structures from languages; and *Congruent Localization* of material from different lexical inventories into a shared grammatical structure.

Table 12

Mix-code - Sample and Structure

Sample excerpt 11	**Structure**
Situation: Morphological explanation of a L2 lexical item.	
T: el resto de la palabra *phone* se llama *stem, S-T-E-M, stem.*	T: Code- switching (insertion of material)

Note. Sample taken from a content-based class called Phonetics and Phonology, observed in 2015.

The previous turn in Table 12 displays an example of *insertion.* In that turn, most of the teacher's utterance is said in Spanish; however, the few words in English that have been *inserted* there have an important significance. Analyzing the teacher's goal when using this IP, he aims to provide the explanation in a manner that he considers the most suitable way for the students to understand it.

Repair. This interaction pattern emerges when participants of a conversation deal with problems in speaking, hearing, or understanding. Complications can be related to pronunciation, grammatical accuracy, and semantic precision among others. Repair patterns are classified by who initiates repair (self or other), who solves the problem (self or other), and by how it unfolds within a turn or a sequence of turns (Schegloff, Jefferson, & Sacks, 1977).

Table 13

Repair- Sample and Structure

Sample 12	**Structure**
Situation: A student wants the teacher to check her exercise, since the T finds a misuse of the language, the T inquired multiple times about how the student perceive his/her exercise. On account of the fact that the S does not realize how the exercise is wrong, the teacher *repair* the mistake for the T to correct it.	
S: Teacher, is this correct?	S: asking for checking
T: let me see, hmmm (reading S's written sentence). Is it what you want to suggest? When you offer food, is this the correct way to offer it?	T:Initiates an indirect *repair*
S: (nodding) I say 'offer food'.	S: does not see the mistake
T: When you suggest eating some food, do you suggest "offer you food"?	T: reformulates the indirect repair
S: I don't know, teacher. I think it is correct.	S: does not see the mistake
T: So, if you are with a friend in the street, do you say 'offer you food' (acting as if giving food to the S)	T: reformulates the indirect repair
S: No?	S: does not see the mistake
T: You suggest, but no using the verb *suggest*, you say '' not as offering, giving the food, but suggesting, inviting to consider to eat.	T: *other-initiated repair*
S: Ahh, so, I say 'would you like something to eat?'?	S: *self- corrected*
T: Exactly!	T: evaluates

Note. Sample taken from a communicative oriented class called Language and English Communication, observed in 2015.

A remarkable aspect of the sample in Table 13 is the teacher's attempt to make the student realize by themselves what the mistake is in the sentence. Due to teacher's effort, there is likely more chance to evidence an authentic use of the language, as evidenced by McTear (1975).

Particular interaction patterns in TEFL classes. To start with this second group of interaction patterns (IP), the concept *particular* designates singular and new sets of communication patterns in TELF classes (Lucero, 2015). Incidentally, one of the most ambitious purposes of this research study was to be able to be unprejudiced about what was being observed. Having applied what Gardner (2012) and Seedhouse (2005) call "the unmotivated looking" (included in the methodology), it was very helpful to do so. All the new emergent interaction patterns found in this study have been collected within this looking. Once again, as it happens with the repetitive IP, examples from transcribed video-recorded classes support the following discoveries.

Paralinguistic approval-seeking. First of all, it is important to recognize the existence of verbal and nonverbal intentionally and unintentionally transmitted components within teacher-student interaction (Richmond, Gorham & McCroskey, 1987). This interaction pattern includes both gestural activity and head nodding when speaking. This pattern emerges when the student uses nonverbal language when asking for the teacher's approval.

Table 14

Paralinguistic Approval Seeking – Sample and Structure

Sample excerpt 13	**Structure**
Situation: The teacher is giving instructions related to an exercise to put into practice a previous topic's explanation. Students are working in pairs. Suddenly, a student expresses her doubt about the instructions. The teacher replies, then the student starts talking (as part of the exercise) and when the student to finish her sentence, the S looks at the teacher for having the T's approval. The	

teacher replies with nonverbal communication and another S starts her/his turn, and again the paralinguistic approval seeking occurs as well as the reply.	
T: Switch the pieces of paper again (indicates the exchange crossing her hands like an x) (3.2) And make the questions to each other.	T: gives instructions
S1: reading or… speaking?	S: S's doubt emerges
T: Speaking (T emulates a puppet with her/his hand). Try to do it without reading.	T: Paralinguistic response
S1: Eh:: what should you do if you arrive late (S turns to the teacher and looks for the teacher's approval with his/her eyes) to a class?	S: Paralinguistic approval -seeking
T: (T nods his/her head)(T moves one step forward to the student that is about to the reply S1'question)	T: Paralinguistic approval -giving
S2: (S looks at her/his pair) Eh:: if arrive late a class I get up (S looks for the teacher's approval with his/her eyes) ↑early.	S: Speaks doubtfully. Paralinguistic approval-seeking
T: (nods his/her head) *Ujum*. Okay. (indicates the exchange crossing her hands like an x)	T: Paralinguistic approval- giving
Note. Sample taken from a communicative oriented class called Language and English Communication I, observed in 2015.	

One of the most striking features of this IP is that the student's paralinguistic approval-seeking (clipart illustrated in Figure 1[7] below) was also replied to with teacher's paralinguistic components. In Table 14 above, significant importance is given to nonverbal communication. Mehrabian (1981) notes that, "more eye contact is associated with greater liking and more positive feelings among interactants" (p. 23). It is well known that nonverbal communication always carries a message which is, in the sample's case in Table 14 an approval-seeking and an approval-giving. The use of nonverbal communication allowed both teacher and students to keep the conversation on track, which makes turn exchange easier.

[7] [Untitled illustration of an Approval-Seeking Looking IP]. Retrieved July 07, 2016 from https://reddedalo.files.wordpress.com/2014/04/nueva-imagen-2.png

Figure 1. Approval-Seeking Looking

Impersonal Nomination. Cazden & Beck (2003) have studied how students obtain the right to speak during teacher-led activities. They claim that, **"**the most common way is by teacher nomination or, less often, student self-selection" (Cazden et al, 2003. p. 577), this is what this research study calls: *impersonal nomination.* The reason it is called *impersonal* is due to the fact that the teacher does not ask one specific student to participate, or sometimes it applies to a calling to the whole class to speak.

Table 15

Impersonal Nomination - Sample and Structure

Sample excerpt 14	**Structure**
Situation: The T has arranged the classroom to work in a Socratic seminar circle. When the activity should start, the teacher nominates impersonally to the group that has the first reading. Suddenly, one S raises her hand to participate and the T gives the floor to the S.	
T: Any question about the Socratic circle? Ok. So, who has the first reading?	T: Nominates impersonally.
S: (Raises his/her hand)	S: Shows willingness to participate
T: Ok. Go ahead.	T: Gives the floor to the S
S: (S stars reading)	S: Answers

Note. Sample taken from a content-based class called Literature and Anglophone Societies II, observed in 2015.

From the sample in Table 15, the student's willingness to participate can be appreciated. Not having nominated one specific student to talk allows the students to do it voluntarily. When situations like these appear, there are likely more chances for students who do not frequently participate to do it, which turns into more opportunities to be heard and learn in the classroom.

IRR. This stands for Initiation –Response –Repetition. This interaction pattern has three main utterances. First, Teacher's initiation that is usually a "known-answer" question (Rymes, 2009); Second, student's response; and third, teacher's repetition of students' response. This IP has certain resemblance to recast, or IRF-Repetition. However, it differs because "the sequence of talk that occurs after an IRF-repetition indicates that the teacher is looking for a different answer" (Hellermann, 2006, p. 96). The IRR interaction pattern, "acts as a signal confirming that the response is correct" (Cullen, 1998).

Table 16

Teacher's Repetition of Students' Responses- Sample Excerpt and Structure

Sample excerpt 15	**Structure**
Situation:	
T: So, let's begin. The first one. Stand up S1. [Indicates with the hand]	T: Intervention. Nomination- paralinguistic
S1: (nine seconds) I'm absolutely freezing	S: Answer
T: I'm absolutely freezing. Who's gonna respond? [Teacher smiles and use her hands to manage turn taking]	T: repetition of student's answer. Ask a question that manages turn- taking. – Paralinguistic.
S2: I'm very cool	S: Answer
T: I'm Very cool. Ok? I'm VERY cool. Ok. Excellent [teacher indicates both students that congrats are for them.	T: repetition of student's answer twice. Evaluation (appraising)

Note. Sample taken from a communicative oriented class called Interaction and Anglophone Society, observed in 2015.

The repetition in the case demonstrated in Table 16 seems to work as evaluation. Additionally, teachers can use "repetition with differential intonation to challenge less desirable responses and confirm or ratify desirable ones" (Bean & Patthey-Chavez 1994, p. 218).

Teachers' self-response. This interaction pattern emerges when the teacher self-responds her/his own questions. Usually, this IP occurs when students do not provide a reply to the

teacher's question. The reason why this IP occurs in TEFL classrooms can be related to lack of knowledge from the students' part.

Table17

Teachers' Self-Response - Sample and Structure

Sample excerpt 16	**Structure**
Situation: The teacher asks a question about content. The T asks several times the same questions with different tones of voice, waiting short lengths of time between each attempt to get a reply asking. After all the attempts have failed, the T self-responds to the question.	
T: what is that Word? (4 secs.) What is the primary stress? (8 secs.) What is the primary? (1 sec.)Where is the primary stress? (2 secs.) No? Where is the primary stress? Remember that the primary stress is the apostrophe. (Paralinguistic) And it is <u>be</u>fore the stress….. Is it clear?	T: Asks about definitions. Self-response

Note. Sample taken from a content-based class called Phonetics and Phonology, observed in 2015.

The sample in Table 17 shows a relenting attitude of a teacher, although it can also mean a lack of patience or fear of silence. The use of this pattern can help to accomplish the teacher's goals in terms of input. Now, to exemplify one way to avoid teacher's self-response, in Table 18 a *Paraphrasing* interaction pattern is shown. This IP occurs because the teacher thinks that the students do not understand the question but they know the answer. The IP could emerge the other way around. It is to say, the student paraphrases their utterance to be understood by the audience.

Table18

Paraphrasing- Sample and Structure

Sample structure 17	**Structure**
Situation: A teacher asks an open-answer question. As the T does not get a reply, after waiting few seconds, the T paraphrases the questions once and again until s/he gets a reply.	
T: how adaptable are you? (5 secs.)How adaptable you consider you are? (6 secs.) Are you an adaptable person?	T: Asks a question, Paraphrase the question.
SS: Yes!	S: Answers

Note. Sample taken from a content-based class called Intercultural Communication I, observed in 2015.

Pedagogical Implications and Conclusions

The interaction patterns used in TEFL classrooms bring both advantages and breakdowns to the teaching and learning processes. If it is true that instructors are not automatically equipped with classroom observation skills (Walsh, 2011) to notice what specific interaction patterns they use with the pre-service teachers, it does not mean that instructors should not be aware of the manner in which interaction occurs when they ask questions and provide answers and explanations. In that respect, there is a need of improving questioning strategies with 'mini-courses' like the ones Walsh (2011) mentions where self-evaluation and micro-teaching techniques can be useful.

In reference to the interaction patterns that were mentioned before, it was noticeable that careful attention should be paid to the way the instructors treats errors in pre-service teachers' utterances. The reason for this resides in the fact that language instructors think about who they want their pre-service teacher students to become. This thought can make instructor decide in situ on whether they will focus on negative behaviors or re-position students as learners (Rex et all, 2009). A negative behavior can be understood as an action or turn in which the pre-service teachers do not respond as the instructor expected them to do it.

Another issue that is often debated nowadays is that of the student's use of L1 in the TEFL classroom. Perhaps, one of the reasons why students still use the L1 in the L2 class is linked to the fact that they do not see the real need of using the L2 to interact or simply to get an answer from a classmate or even from the teacher. This assumption comes from the teacher's constant use of code-switching that was observed along the research study and also, because of the location of the classroom is within a nonspeaking L2 society. It is to say that unless the class takes place in an Anglophone city and all the participants' first language is English, so that they

cannot interact between them in a language different from the target language, the code-switching IP can always emerge. Contrarily, there is a belief that when the teacher speaks in the students' first language, it facilitates the students' understanding of the topic.

Incidentally, the fact that teachers are responsible for positioning their students as capable and competent (Rex et al., 2009) cannot be ignored. Consequently, a cautious selection of the material and the classroom arrangement is necessary to create opportunities for students to interact and to let them know that their knowledge and interests are being taken into account. Besides, teachers should bear in their minds that the classroom is, "a place where students speak and listen (and where some of them get distracted) where some people have fun and others get bored, where some skills, habits and concepts are learned while many other things are forgotten" (Lomas, 2003, p.2) Therefore, the contexts that the teacher picks up and develops determine whose ideas thereby "get the floor" (Cazden et al., 2003).

To conclude, if it is true that the usefulness of the interaction patterns depends greatly on when they are used and teacher and students' goals that they attempt to undertake (see Lucero & Rouse' [forthcoming] conversational agendas), the responsibility of the instructors cannot be dismissed because, depending on what the instructors say and the way in which they say it will influence the pre-service teachers' learning process, which eventually will impact their teaching practice.

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Annexes

Transcription conventions (Seedhouse, 2004)

[	indicates the point of overlap onset
]	indicates the point of overlap termination
=	a) turn continues below, at the next identical symbol (b) if inserted at the end of one speaker's turn and at the beginning of the next speaker's adjacent turn, it indicates that there is no gap at all between the two turns
3.2)	(an interval between utterances (3 seconds and 2 tenths in this case)
(.)	a very short untimed pause
word	underlining indicates speaker emphasis
e:r the:::	indicates lengthening of the preceding sound
–	a single dash indicates an abrupt cut-off
?	rising intonation, not necessarily a question
!	an animated or emphatic tone
,	a comma indicates low-rising intonation, suggesting continuation
.	a full stop (period) indicates falling (final) intonation
CAPITALS	especially loud sounds relative to surrounding talk
° °	utterances between degree signs are noticeably quieter than surrounding talk
↑ ↓	indicate marked shifts into higher or lower pitch in the utterance following the arrow
><	indicate that the talk they surround is produced more quickly than neighbouring talk
()	a stretch of unclear or unintelligible speech
(guess)	indicates transcriber doubt about a word
.hh	speaker in-breath
hh	speaker out-breath
→	arrows in the left margin pick out features of especial interest

Additional symbols

(T shows picture)	non-verbal actions or editor's comments
ja ((tr: yes))	non-English words are italicised, and are followed by an English translation in double brackets
[gibee]	in the case of inaccurate pronunciation of an English word, an approximation of the sound is given in square brackets
[æ]	phonetic transcriptions of sounds are given in square brackets
< >	indicate that the talk they surround is produced slowly and deliberately (typical of teachers modelling forms)
X	the gaze of the speaker is marked above an utterance and that of the addressee below it. A line indicates that the party marked is gazing towards the other; absence indicates lack of gaze. Dots mark the transition from nongaze to gaze and the point where the gaze reaches the other is marked by X
T:	teacher
L:	unidentified learner
L1:	identified learner
LL:	several or all learners simultaneously